



Prestolee SCITT Partnership Agreement

September 2025 – July 2026

An annual contractual agreement between members of the partnership

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PRESTOLEE SCITT



Purpose

The purpose of a partnership agreement between a School-Centred Initial Teacher Training (SCITT) and a school is to establish a formal and collaborative relationship to facilitate the training and development of new teachers.

The partnership agreement outlines the roles, responsibilities, and expectations of both the SCITT and the school(s) involved.

By establishing a partnership agreement, the SCITT and the school(s) can work together effectively, ensuring a coherent and supportive training experience for aspiring teachers. It helps to maintain quality standards, provide a framework for collaboration, and establish clear expectations for all involved parties.

Principles and Expectations of the Partnership

The Prestolee SCITT programme offers a school-based pathway designed for aspiring educators seeking to attain Qualified Teacher Status (QTS) within a school-centred environment. This programme also grants a Postgraduate Certificate in Education (PGCE) through collaboration with Sheffield Hallam University. The primary objective of this partnership is to provide exceptional initial teacher training centred around schools, ensuring it aligns with the needs of trainees, partner schools, pupils, and parents. The aim is to secure favourable outcomes for trainees in terms of both academic achievements and employability prospects. This partnership agreement serves as a comprehensive framework, clearly outlining the responsibilities and expectations of all stakeholders involved in the Initial Teacher Training (ITT) programme.

It is imperative that partners fully comprehend the extent of their roles. SCITT general mentors, in addition to conducting regular formal observations and engaging in professional discussions, are expected to assume the position of "school-based trainers." This role entails delivering high-quality continuing professional development (CPD) that complements the training provided by the SCITT. The objective is to enrich trainees' knowledge and skills, ensuring uniformity across all components of the course.

The programme is centred around the advancement of the discipline and practice of education, achieved through exemplary teaching and research. Furthermore, it actively supports schools through collaborative research and training partnerships. Our vision is to cultivate professionals who demonstrate competence, reflection, and ethical conduct in their practice. These individuals distinguish themselves through their intellectual engagement, professional acumen, and unwavering dedication to the communities in which they serve.

Selection of Partners

Partners should be able to demonstrate:

- A recent Ofsted inspection report or equivalent that identifies the strengths necessary to be involved in ITT.
- A commitment to ITT within their setting, policies and procedures, and a commitment to programme development. It is anticipated that this commitment will be recognised within the setting's own evaluation and development planning.
- A willingness to designate appropriately trained staff with specific responsibilities in relation to ITT.

- A commitment to engage in on-going training and professional updating for mentors (20 hours), allowing them to work within the roles and responsibilities described in this Agreement.
- An understanding of the roles and responsibilities identified in this Agreement.
- A commitment to quality assurance and enhancement and the process of feedback, evaluation, monitoring and the critical review of professional practice and partnership activities.

Training and Support

Prestolee SCITT's training programme combines practical, school-based training with theoretical and academic study.

The application and selection process marks the beginning of the SCITT programme. Interested candidates submit their applications, which are then reviewed by the SCITT provider. Selection is based on factors such as qualifications, experience, and potential for teaching. Once selected, candidates proceed to the induction phase.

During the induction, candidates are introduced to the structure, expectations, and policies of the SCITT programme. They attend meetings, workshops, and other activities that familiarise them with the SCITT provider and the participating schools.

Following the induction, trainees embark on the initial stage of their training, which involves classroom observation (observation phase). They spend time observing experienced teachers in action, learning about effective teaching strategies, classroom management techniques, and the overall learning environment.

Trainees then move onto their beginning phase of training, where, with guidance and supervision of experienced teachers, they gradually assume teaching responsibilities. Placements involve teaching in a key stage specific to their chosen primary pathway of 3-7 or 5-11.

To support trainees throughout their training journey, each one is assigned a general mentor and a lead mentor. General mentors are experienced teachers within the school, lead mentors are SCITT staff members. Both general and lead mentors offer guidance, support, and constructive feedback, playing a crucial role in the trainees' professional development. Lead mentors regularly visit trainees in their placement schools to provide assistance and monitor progress.

The programme combines a planned, coherent sequence of school and centre-based learning which is underpinned by a strong foundation of educational theory and research. For those who are completing a PGCE, this component of the programme is delivered by our partner university, Sheffield Hallam.

Reflective practice is emphasised throughout the SCITT programme. Trainees are encouraged to reflect on their learning and teaching practice, identifying strengths and areas for improvement. They engage in regular self-evaluation, participate in discussions with mentors and colleagues, and write reflections on their teaching and learning experiences.

Assessment and progression are integral to the SCITT programme. Trainees are evaluated on various aspects of their training, including their teaching practice, academic work, and overall professional development. Assessments involve lesson observations, weekly review meetings, termly 'progress matters' presentations, learning conversations, interim/end of placement reviews, reflections, and a portfolio of evidence. Successful completion of the programme leads to the award of Qualified Teacher Status (QTS).

The SCITT will maintain clear and effective communication with partner schools and general mentors, through regular emails, weekly 'Training Takeaways', SCITT online platform 'Mosaic', General Mentor Handbook, Lead Mentor quality assurance visits and mentor feedback.

SCITT programme content, delivery and impact

The Initial Teacher Training Early Career Framework (ITTECF) is the foundation of the SCITT curriculum, which is built on research and delivered by experts. The principles that underpin our vision and make up the 8 aspects of our curriculum are the 5 core areas of: **behaviour management, pedagogy, curriculum, assessment and professional behaviours**; together with our personal principles of **inclusion** for all, **wellbeing** and **resilience**.

The supporting evidence-base and research behind what is taught and how learning is applied has been carefully considered, to determine curriculum content and delivery.

Trainees learn effectively by making connections between theoretical knowledge and practical pedagogy and so we use the model, '**Engage and Learn – Explore and Explain - Try and Apply**' to enable mentors and trainees to make strong connections between provider-led teaching and on-placement experiences; therefore increasing trainees' mastery of the curriculum. On-placement application requires trainees to deepen their 'learn that' understanding and 'learn how to' skills of the ITTECF.

Engage and Learn	Explore and Explain	Try and Apply
The knowledge and skills we want trainees to learn (underpinned by relevant, robust, coherent up-to-date research).	The development of theoretical knowledge, For example: reflections, key reading, observations and discussions with expert colleagues in school.	Application of learning. Trainees have the opportunity to practice, review and during later phases of the programme – refine.

The design and sequence of our spiral curriculum reflects how trainees learn effectively: high quality interleaving of different teaching elements, which cumulatively build on trainees' knowledge and skills but which are then revisited at later points in the programme. There is a strong triangulated approach between provider-led teaching, on-placement learning and directed study. Our curriculum map and mentor handbooks outline this.

It is sequenced so that core foundational knowledge is revisited before moving onto more complex content (which may need more time for additional practice) and there is strong alignment between all aspects of training, ensuring coherence for trainees (Deans for Impact (2017) – Building Blocks Framework, DfE (2020) – NPQ Leading Teacher Development, (EEF (2021) – Effective Professional Development Guidance Report).

Subject specific content is fully integrated and revisited at a later point. This includes enabling trainees to confidently teach early reading and early mathematics and to have a clear understanding of SSP and appropriate maths teaching strategies.

There is also a personalised approach, tailoring the curricula to trainee needs and the communities in which they will be employed to teach. These strands, along with behaviour, run through all aspects of our curriculum. Trainees are equipped to promote inclusion, recognise signs of SEND, including pupils' physical and mental health, and work with others to adapt teaching to overcome barriers to learning.

The scope and coverage of our evidenced-based curriculum, is designed to deliver all aspects of the ITTECF so that trainees are able to meet the Teachers' Standards by the end of their training and have a smooth transition to their professional role as an Early Career Teacher.

Equality of Opportunity

Prestolee SCITT supports the principle of equal opportunities and opposes discrimination on the basis of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (defined as the 'protected characteristics'). Being a committed equal opportunities training provider we take every possible step to ensure that trainees are treated equally and fairly. All policies and practices conform to the principle of equal opportunities including recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

General Mentors

A general mentor fulfils various roles by providing expertise, information, guidance, motivation, emotional support, and acting as a role model. When mentors are selected to work with trainees, they are experienced educators with strong subject knowledge and a clear understanding of what constitutes high-quality teaching across different contexts. With a comprehensive grasp of the course structure, mentors play a central role in fostering trainees' encouragement, supporting their growth and progress. Leveraging a diverse range of experiences, strategies, and techniques, they assist trainees in meeting the Teachers' Standards.

We ensure that the partnership are provided with professional development, which includes mentor training and optional additional subject training, delivered by the SCITT and members of our partnership; and is accessible to partnership schools.

General mentors engage in meetings and discussions with trainees, actively monitor and assess their performance, and aid in the development of effective teaching practices and classroom management strategies. Moreover, general mentors should continually update their subject knowledge and possess the awareness to direct trainees towards additional expertise and knowledge sources, such as subject associations and evidence-based research.

When considering who will be best to provide a mentoring experience to Prestolee SCITT trainees it's important to consider the following:

1. Building and Maintaining Relationships

The breakdown or absence of a positive mentor relationship is frequently cited as a major cause of early career teacher attrition. The ability to establish and sustain a positive relationship is a fundamental aspect of effective mentoring, as it forms the basis for the future development of both the trainee and the mentor.

The establishment of a positive relationship should be approached with intentionality, and mentors must actively take steps to initiate this process. Building a relationship requires time and effort, necessitating the use of subtle communication skills such as active listening, effective questioning techniques, and mindful body language. That's why our mentoring programme places a strong emphasis on the significance of relationship building, explicitly focusing on the development of interpersonal skills that facilitate successful relationship establishment.

2. Feedback

The capability to deliver high-quality feedback is essential for facilitating a trainee's progress. Central to this is the establishment of a positive feedback culture. Research indicates that when feedback is primarily negative or judgmental, it can adversely affect well-being, confidence, and ultimately, the trainee's commitment to their path (Hobson et al., 2020). Mentors play a crucial role in framing feedback as a motivating and learning-oriented process that should be embraced.

3. Deliberate Practice

Providing trainees with the chance to put their learning into action promotes accelerated development, often referred to as 'deliberate practice'. Extensive research supports the use of deliberate practice in the growth of novice teachers, particularly in the context of giving feedback.

The ITTECF outlined by the Department for Education (Jan 2024), explicitly emphasizes the importance of offering trainees multiple opportunities to practice and refine their teaching skills. By allowing trainees to practice specific skills in a 'low-stakes' environment outside the classroom and adjusting their approach based on feedback, their confidence grows when they apply those skills in the 'high-stakes' classroom setting.

Regularly practicing core classroom skills, such as gaining students' attention, also aids in their internalisation, making them automatic. This enables trainees to focus their mental energy on the essential task of teaching and ensuring that what they teach is effectively learned.

4. Reflection

Trainee teachers often find it challenging to engage in meaningful reflection due to their limited ability to analyse their own performance. Even with a well-defined support model in place, novice teachers may struggle to understand the connection between their actions and their impact on their students' learning experience, primarily due to their limited pedagogical knowledge. This is where an effective mentor can truly make a difference. A skilled mentor can assist trainees in making these connections, fostering the development of their reflective practice and empowering them to identify their own developmental needs and take appropriate actions.

The mentor's impact is most profound when they lead by example, demonstrating the reflective process by honestly and openly reflecting on their own practice. By sharing their areas for personal development alongside their strengths, mentors create a supportive environment for trainees. Our mentor training programme focuses on equipping our mentors with the skills to effectively fulfil this role.

5. Professional Expertise

The ITTECF outlines the essential knowledge and learning methods that should be acquired by trainee teachers. A crucial aspect of this framework involves understanding learning theories, effective teaching strategies, pedagogy, and the application of these principles within their specific subject and educational stage.

Trainee teachers often face the challenge of bridging the gap between theoretical concepts of teaching and learning and their practical implementation in their own teaching context. Mentors play a pivotal role in assisting trainees with this process. Mentors who possess expertise in the relevant subject area and educational stage, who are well-versed in the curriculum content being taught to the trainees, can facilitate these connections. To fulfil this role effectively, general mentors require the necessary knowledge, experience, skills, and confidence to provide adequate support to their trainees.

Our general mentor training programme acknowledges that mentors are skilled professionals who also require support and opportunities for growth to excel in their roles with their trainees. Alongside offering guidance on how mentors can foster the development of their trainees, our mentor training endeavours to help mentors identify their own areas of growth and enhance their own professional practice continually.

6. Wellbeing

The mental health and well-being of education professionals remains a significant concern. Recent UK guidance underscores the importance of a whole-school approach, including commitments to staff development, targeted MHST provision, and structured monitoring of well-being (DfE, last updated 17 March 2025). Over 4,000 schools have now signed the Education Staff Well-being Charter, committing to practical actions for supporting staff mental health, including use of wellbeing tools and workload reduction strategies. By mid-2023, more than 14,400 schools had claimed DfE funding to train a Senior Mental Health Lead, and Mental Health Support Teams were reaching almost half of secondary pupils, with expansion ongoing through March 2025. Significantly, Education Support's 2023 and 2024 Teacher Well-being Index reports that approximately 77–78 % of education staff experience mental health symptoms due to work. Stress and burnout remain pervasive—with 55 % reporting a negative impact of workplace culture—and rising pressures from pupil and parent behaviour are cited as major contributing factors.

While teaching is a rewarding profession, it also brings forth considerable challenges that, if not managed effectively, can lead to stress. It is the responsibility of ITT providers and schools to fully prepare trainees to navigate these challenges. This entails assisting trainee teachers in prioritising their own well-being right from the beginning, and mentors play a crucial role in ensuring this occurs.

Our general mentor training programme recognises the significance of trainees' mental health and well-being, equipping mentors with practical strategies and resources to provide support. We focus on identifying key factors that have proven effective in reducing stress among trainee teachers, such as workload management, behaviour management, and establishing a healthy work-life balance. Additionally, our training encourages mentors to reflect on and model their own well-being management, demonstrating that a successful work-life balance is attainable and a long-term career in teaching is sustainable.

Quality Assurance

Quality assurance mechanisms ensure that SCITT programmes meet certain standards and maintain the quality of teacher training.

Below are some of our quality assurance measures:

- **Accreditation:** The SCITT programme is accredited by DfE. Accreditation ensures that the programme meets certain standards and has undergone a rigorous evaluation process.
- **Quality Assurance Framework:** This outlines the processes and procedures for maintaining quality. This framework includes aspects such as recruitment and selection of trainee teachers, training content, assessment procedures, and ongoing support for trainees.
- **Partnership with Schools:** These partnerships play a crucial role in quality assurance. Regular communication and collaboration between the SCITT provider and partner schools ensure that the programme aligns with school-based requirements and best practices.

- **Lead and General Mentor Training:** This training ensures that mentors have the necessary skills and knowledge to support and assess trainees effectively. Regular mentor meetings and observations help monitor the quality of mentoring and provide ongoing support.
- **Assessment and Feedback:** Rigorous assessment procedures are implemented to evaluate the progress and competence of trainee teachers. This includes lesson observations and weekly mentor meetings, written assignments, reflections, learning conversations, termly presentations and a best evidence portfolio. Standardisation processes and termly moderation by the Head of ITT and SCITT Lead Mentors help ensure consistency in assessment across different schools and mentors. Members of the partnership, including mentors and head teachers, engage in trainee final presentations, which form part of the moderation process. The Head of ITT with members of the SCITT Executive Committee moderate final trainee judgements, quality assured by the SCITT External Moderator. The SCITT remains accountable for all assessment judgements and recommendations.
- **Feedback:** Established feedback procedures give stakeholders the opportunity to evaluate the programme, which in turn contributes towards SCITT improvement planning. Programme feedback is sought from all stakeholders on a termly basis. This includes the SCITT Student Voice, where trainee representatives attend a termly trainee forum meeting to discuss collective cohort views.
- **External Evaluation:** External evaluation plays a crucial role in quality assurance and includes evaluation by Ofsted and an assigned external moderator. The External Moderator conducts yearly visits to the SCITT programme to review its processes, observe trainees, and provide feedback. External evaluations help identify areas for improvement and validate the quality of the programme.
- **Data Analysis and Performance Review:** The SCITT collects data on trainee performance, completion rates, and subsequent employment outcomes. Regular analysis of this data helps identify trends and areas for improvement. Performance reviews involving stakeholders from partner schools, trainee teachers, and the SCITT provider can facilitate continuous improvement.

The Partnership is overseen and managed through a collaborative committee structure which operates at leadership and programme levels. Such committees provide collaborative forums for the consideration of the performance of the programme. This includes the SCITT Executive Committee and the SCITT Steering Group. The SCITT Executive Committee's specific function is to support the trust board in ensuring the success of the SCITT in the context of the trust's strategy. The committee is accountable to the trust board for their performance. The committee offers support, constructive advice, is a sounding board for ideas, a second opinion on proposals and help where needed, but also challenges, ask questions, seeks information and approves proposals where appropriate; and at all times acts in the best interests of the SCITT and Prestolee Multi-Academy Trust. The SCITT Steering Group, made up of head teachers and mentors from our partnership, also provides opinions on proposals set out by the SCITT to guide and support future improvement. Partners have the opportunity to contribute to this committee through their programme feedback.

Roles and Responsibilities

Recruitment & Selection of Trainees

Prestolee SCITT ensures a rigorous approach to recruitment. In order to identify a candidate's potential to train to teach, a holistic approach is implemented including:

- An interview
- Planned mini-teach with questions, an opportunity for reflection and key discussion
- Maths and English tasks

If successful, trainees are asked to complete a series of pre-course professional development tasks and to read and engage with recent up-to-date educational research in order to better prepare them for the start of the course.

Prestolee SCITT will:	SCITT Lead Mentors will:	School/partners will:	General Mentors will:
<ul style="list-style-type: none"> • Adhere to its duties under the Equality Act 2010, by providing protection of the Protected Characteristics from the following prohibited conduct: <ul style="list-style-type: none"> ○ Direct discrimination; ○ Indirect discrimination; ○ Victimisation; and ○ Harassment • Collaborate with partners to conduct a rigorous, high quality, open and transparent recruitment and selection process, ensuring equality of opportunity. • Organise a panel of professionals to review DBS issues comprising representatives from the Partnership. • Share all recruitment procedures with all members of the partnership and refine if necessary. 	<ul style="list-style-type: none"> • Support the SCITT to conduct a rigorous, high quality, open and transparent recruitment and selection process, ensuring equality of opportunity • Engage in the shortlisting process, ensuring equality of opportunity • Be part of the interview panel, ensuring equality of opportunity 	<ul style="list-style-type: none"> • Support the SCITT to conduct a rigorous, high quality, open and transparent recruitment and selection process, ensuring equality of opportunity • Be given the opportunity to support the SCITT shortlisting and interview process where time allows • Provide feedback on the recruitment process 	<ul style="list-style-type: none"> • Support the SCITT to conduct a rigorous, high quality, open and transparent recruitment and selection process, ensuring equality of opportunity • Be given the opportunity to support the SCITT shortlisting and interview process where time allows • Provide feedback on the recruitment process

Prior to commencement of the placement

Prestolee SCITT will:	SCITT Lead Mentors will:	School/partners will:	General Mentors will:
<ul style="list-style-type: none"> • Ensure the Partnership Agreement is shared with the partnership school and that it is signed and returned before any trainee undertakes their professional practice. • Ensure that prior to embarking upon a Professional Practice all trainees will have received training in the following areas: <ul style="list-style-type: none"> ○ Safeguarding ○ Child protection & PREVENT ○ Non-negotiable expectations in line with Prestolee SCITT's Code of Conduct Policy 	<ul style="list-style-type: none"> • Ensure that prior to embarking upon a Professional Practice all trainees will have received training in the following areas: <ul style="list-style-type: none"> ○ Safeguarding ○ Child protection & PREVENT ○ Non-negotiable expectations in line with Prestolee SCITT's Code of Conduct Policy • Check that all trainee teachers are provided with the following at the commencement of their training in each school: <ul style="list-style-type: none"> ○ The child protection policy ○ The staff behaviour policy (sometimes called a Code of Conduct) ○ Information about the role of the designated Safeguarding lead ○ A copy of Keeping Children Safe in Education • Initiate communication with the trainee's general mentor 	<ul style="list-style-type: none"> • Understand the terms and adhere to the terms conditions of this agreement • Ensure that the trainee is not subject to any further DBS or safeguarding checks and that the SCITT's confirmation of a trainee's suitability to train to teach is accepted by the school as proof of their clearance to work with children and young people in line with the DBS Code of Practice • Provide trainees with the following at the commencement of their training in each school: <ul style="list-style-type: none"> ○ The child protection policy ○ The staff behaviour policy (sometimes called a Code of Conduct) ○ Information about the role of the designated Safeguarding lead ○ A copy of Keeping Children Safe in Education • Promote and advance equality and diversity and eliminate discrimination. • Accept responsibility for the trainee under the Health and Safety at Work Act 1974 and have a written Health and Safety Policy in place. • Have in force Employers' and /or Public Liability insurances and ensure that the trainee and/or accompanying teacher is deemed to be an employee for the purposes of these insurance policies. • Agree that Prestolee SCITT can store and utilise school information 	<ul style="list-style-type: none"> • Ensure that the trainee is not subject to any further DBS or safeguarding checks and that the SCITT's confirmation of a trainee's suitability to train to teach is accepted by the school as proof of their clearance to work with children and young people in line with the DBS Code of Practice • Ensure that all trainee teachers are provided with the following at the commencement of their training in each school: <ul style="list-style-type: none"> ○ The child protection policy ○ The staff behaviour policy (sometimes called a Code of Conduct) ○ Information about the role of the designated Safeguarding lead ○ A copy of Keeping Children Safe in Education • Communicate with the trainee's lead mentor

		<p>that it holds and use that information for enhancing the training and education it provides.</p> <ul style="list-style-type: none"> • Provide a health and safety induction for the trainee as you would to any member of staff working in your setting ensuring appropriate risk assessments have been carried out. 	
<ul style="list-style-type: none"> • Complete a health questionnaire to ensure that all trainees are 'fit to teach'. • If a health need is disclosed, ensure that risk assessments and information is shared appropriately as required. 	<ul style="list-style-type: none"> • If a health need is disclosed, ensure that risk assessments and information is shared appropriately as required. • Complete a risk assessment if appropriate in collaboration with the school. 	<ul style="list-style-type: none"> • Complete a risk assessment if appropriate in collaboration with the SCITT 	<ul style="list-style-type: none"> • Take into account any risk assessments in place whilst maintaining confidentiality
<ul style="list-style-type: none"> • Appoint a Lead Mentor to quality assure the professional practice, providing an overview of quality assurance processes and procedures. • Allocate trainees to professional practices based on their identified training needs. • Provide specific guidance to explain the requirements for each professional practice and guidance on how to support the trainee throughout their training in the setting. • Provide 1:1 bespoke training for any mentor who requires additional support. 	<ul style="list-style-type: none"> • Quality-assure the professional practice, providing an overview of quality assurance processes and procedures. • Review information provided by the school and that any key changes, including contact details are updated as needed. 	<ul style="list-style-type: none"> • Agree and adhere to Prestolee SCITT Quality Assurance processes and procedures. • Ensure an appropriate mentor is identified for each trainee 	<ul style="list-style-type: none"> • Be responsible for reviewing and updating all information that Prestolee SCITT holds on the school, ensuring it is kept up to date and that Prestolee SCITT is informed of any key changes including contact details
<ul style="list-style-type: none"> • Ensure all trainees have an Individual Training Plan prior to the course starting and that trainee targets are reviewed, refined and updated in response to need/feedback/audits. • Provide general mentors with a mentor audit • Outline the processes and procedures to enable schools to 	<ul style="list-style-type: none"> • Ensure all trainees have an Individual Training Plan prior to the course starting and that trainee targets are reviewed, refined and updated in response to need/feedback/audits. • Provide all mentors with trainee documentation including the general mentor handbook 	<ul style="list-style-type: none"> • Provide the school-based mentor time to complete a mentor audit; and read the general mentor handbook to become familiar with the trainee curriculum and mentor role requirements 	<ul style="list-style-type: none"> • Complete the general mentor audit • Familiarise themselves with Prestolee SCITT General Mentor Handbook and direct any questions prior to the trainee beginning their placement to the SCITT

<p>accurately and consistently assess all trainees on Professional Practice.</p> <ul style="list-style-type: none"> • Ensure that general mentors have access to Mosaic, including the general mentor handbook 			
During Professional Practice			
Prestolee SCITT will:	SCITT Lead Mentors will:	School/ partners will:	General Mentors will:
<ul style="list-style-type: none"> • Keep in contact with mentors and support where necessary • Deliver comprehensive training for mentors, including termly CPD and 1:1 training where necessary. • Ensure schools have the opportunity to engage in wider partnership issues, such as selection of trainees, programme design and development, representation on executive and deliberative committees leading to development of policy • Ensure lead mentors provide bespoke support for general mentors and quality assure judgements and the quality of written feedback and targets set (ITT Lead) • Support general mentors and schools if a 'Cause for Concern' is raised • Ensure all mentors can make an accurate identification and assessment of any trainee • Ensure all general mentors have an understanding of the needs of trainees as 'teachers in training' and can support, develop and respond to the individual trainee's training needs by setting appropriate, specific individual targets 	<ul style="list-style-type: none"> • Ensure compliance of trainees' timetables • Provide bespoke support for general mentors and quality assure judgements and the quality of written feedback and targets set • Support general mentors to make an accurate identification and assessment of any trainee through QA visits during each phase of training • Support general mentors to adhere to the SCITT observation procedure • Maintain regular communication with the trainee's general mentor • Ensure equality of opportunity for trainees in accordance with SCITT policies (Single Equality Policy, Equality and Diversity Policy) 	<ul style="list-style-type: none"> • Ensure a commitment from all relevant staff to the provision of ITT, and access to training provided by Prestolee SCITT • Provide trainees with enhancement opportunities / CPD according to trainee needs, where possible and appropriate • Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainee use • Provide access to ICT equipment with Internet connection at a level appropriate to the number and requirements of the trainees • Allow general mentors to attend training provided by the SCITT • Ensure equality of opportunity for trainees in accordance with SCITT policies (Single Equality Policy, Equality and Diversity Policy) 	<ul style="list-style-type: none"> • Complete up to 16 hours SCITT training (synchronous, asynchronous and directed study) • Ensure completion of trainees' timetables in accordance with the requirements of that professional practice, including 1.5 hours of mentor support per week • Adhere to the Prestolee SCITT observation procedure • Ensure trainees access the appropriate number of days/hours required for that professional practice • Monitor trainee achievement and share this with Prestolee SCITT including professional practice interim/end of placement review • Provide support for each trainee to fulfil their teaching potential, ensuring that any 'At risk' procedures are adhered to • Hold a weekly review meeting and record on Mosaic. This should be a learning conversation; with a focus on: <ul style="list-style-type: none"> • Aspects of teaching and learning, pupil progress, assessment and record keeping • Progress against the curriculum, including subject knowledge development, professionalism and trainee wellbeing

<ul style="list-style-type: none"> Ensure training is delivered for ITT Ofsted inspections (including the ITT Framework for Inspections) to the school and prepare them prior to notification of an impending ITT inspection (ITT Lead) 			<ul style="list-style-type: none"> Implementation of strategies and knowledge gained from centre-based sessions and next steps An opportunity to share lesson plans and ideas in advance of teaching Progress of the trainee journey, the overall picture and the impact they are having on pupil progress (including feedback from teaching) Take part in a QA visit from the trainee's lead mentor during each phase of training Ensure in-school experiences are coherent with the training curriculum (on Mosaic) Plan opportunities for purposeful practice of the key concepts Provide regular high-quality feedback to the trainee Complete Interim/End of Placement Review on Mosaic by the deadline set for that professional practice Maintain regular communication with the trainee's lead mentor Ensure equality of opportunity for trainees in accordance with SCITT policies (Single Equality Policy, Equality and Diversity Policy)
<ul style="list-style-type: none"> Support the Social, Emotional, Mental Health and Wellbeing of its trainees throughout their SCITT training, following the SCITT Health and Wellbeing Policy Provide a resilience questionnaire on a termly basis and liaise with the school if 'reasonable' adjustments should be made Timetable 'Wellbeing Drop-in Sessions' for those trainees needing additional support within the academic calendar 	<ul style="list-style-type: none"> Provide tutorials on a regular basis to ensure that all trainees are 'on track' and are managing their current workload. Timetable 'Wellbeing Drop-in Sessions' for those trainees needing additional support within the academic calendar Provide access to effective services and wellbeing initiatives Liaise with general mentors if there are concerns with regards to the 	<ul style="list-style-type: none"> Ensure that the workload given is appropriate and in line with the guidance in the general mentor handbook. Follow the guidance given by the Prestolee SCITT team if a trainee is displaying Social, Emotional or Mental Health concerns 	<ul style="list-style-type: none"> Ensure that the workload given is appropriate and in line with the guidance in the general mentor handbook. Attend training by Prestolee SCITT on mental health Liaise with lead mentors or a member of the SCITT team if there are concerns with regards to the health or academic development of a trainee

<ul style="list-style-type: none"> • Provide access to effective services and wellbeing initiatives • Deliver training to general mentors to recognise signs of social, emotional and mental health needs and ensure they have the appropriate resources to signpost trainees 	health or academic development of a trainee		
<ul style="list-style-type: none"> • Provide CPD opportunities for partners, including mentors and head teachers, to be involved in the SCITT Steering Group, the recruitment process, and trainees termly/final presentations 	<ul style="list-style-type: none"> • Contact and liaise with partners to arrange CPD opportunities 	<ul style="list-style-type: none"> • Engage in CPD opportunities provided by the SCITT where appropriate and when time allows 	<ul style="list-style-type: none"> • Engage in CPD opportunities provided by the SCITT where appropriate and when time allows

After Professional Practice

Prestolee SCITT will:	SCITT Lead Mentors will:	School/ partners will:	General Mentors will:
<ul style="list-style-type: none"> • Complete a review of the data and analyse trends to implement interventions, as appropriate • Share data trends and analysis with all stakeholders • Use data and analysis to inform mentor CPD • Send payment upon receipt of the agreed assessment documents • Use assessment and feedback information to inform improvement planning • Remain accountable for all assessment judgements and recommendations 	<ul style="list-style-type: none"> • Audit completion of placement documents (weekly documents and End of Placement Review) 	<ul style="list-style-type: none"> • Have the opportunity to contribute to programme design and development • Ensure that all placement weekly documents are completed and that the Interim/ End of Placement Review is completed by the prescribed date(s) to ensure payment is processed • Complete feedback evaluations when requested 	<ul style="list-style-type: none"> • Provide feedback when requested

Duration, Renewal and Termination

Duration - The Duration of the Partnership Agreement is for one academic year or less, depending on the specific circumstances and requirements of the training programme. This is specified in the dates below.

Renewal - In cases where the Partnership Agreement is intended to be ongoing there will be a review process of evaluation of the partnerships effectiveness. The renewal process ensures that both the SCITT and the partner organisation have the opportunity to assess the success of the partnership and make any necessary adjustments before entering into a new agreement.

Termination - Termination clauses are included to ensure that there is a clear process in place if either party wishes to end the partnership before its intended duration. There is a minimum two week notice period (unless agreed by both parties or is related to safeguarding).

Reasons for Termination:

- Safeguarding
- Breaches of the agreement
- Failure to meet the expected standard
- Changes in circumstances or organisational priorities
- Other factors that may impact the successful delivery of the training programme

Process of Termination:

1. Review the Partnership Agreement – both parties
2. Notification of intent – The party wishing to terminate should formally notify the other party of their intent to terminate in writing and should clearly state the reason
3. Consultation and discussion – Upon receiving the notice both parties may engage in discussion to understand the reasons for termination and explore potential resolutions. This consultation period allows for open communication and an opportunity to address and concerns
4. Compliance with notice period – this is two weeks. This allows for an orderly transition and completion of ongoing activity. Both parties should work together to minimise disruption and ensure a smooth transfer
5. Financial settlement – as part of the termination process any financial or contractual matters should be addressed. This may include, outstanding payments, reimbursement of expenses, return of shared resources or equipment
6. Evaluation – after termination it is beneficial for both parties to evaluate the effectiveness of the partnership and document lessons learned. This evaluation can inform future collaboration and improve training.

Confidentiality and Intellectual Property

Non-Disclosure Obligation:

- a) The SCITT and the school agree to maintain strict confidentiality with respect to any confidential information disclosed by either party during the course of the partnership.
- b) Confidential information includes, but is not limited to, curriculum materials, assessment methods, student data, teacher evaluations, and any other proprietary information identified as confidential.

- c) Both parties shall take reasonable measures to protect the confidentiality of the information, including restricting access to authorised personnel and implementing appropriate security measures.

Use of Confidential Information:

- a) The confidential information disclosed by one party to the other shall be used solely for the purpose of fulfilling the obligations under the partnership agreement.
- b) The parties agree not to use or disclose any confidential information for their own benefit or for the benefit of any third party without the prior written consent of the disclosing party.
- c) Confidential information shall not be reproduced, distributed, or shared with any unauthorized individuals or entities, except as required for the proper execution of the training programme.

Data Protection and Privacy:

- a) The parties shall comply with applicable data protection laws and regulations in the collection, storage, processing, and sharing of personal data obtained during the partnership.
- b) Personal data shall be handled securely, and appropriate technical and organizational measures shall be implemented to protect against unauthorized access, loss, or alteration.
- c) The parties shall obtain necessary consents and inform individuals about the purpose and use of their personal data in accordance with relevant privacy laws.

Return or Destruction of Confidential Information:

- a) Upon termination or expiration of the partnership agreement, both parties shall promptly return or destroy any confidential information received from the other party.
- b) This provision shall also apply in the event of the termination of the partnership or at the request of either party during the term of the agreement.

Exceptions:

The obligations of confidentiality shall not apply to information that:

- i. Is already in the public domain at the time of disclosure or subsequently becomes part of the public domain through no fault of the receiving party.
- ii. Is independently developed by the receiving party without reference to the confidential information.
- iii. Is required to be disclosed by law or court order, provided that the receiving party notifies the disclosing party in advance to allow for appropriate protective measures.

Handling of Personal Data

Personal data of trainee teachers and other individuals involved in the training programme will be collected, processed, stored and shared in compliance with relevant data protection laws and regulations.

Use of Confidential Information

All confidential information is limited to the scope of the partnership. Other uses are prohibited for any other purposes without the explicit consent of the disclosing party.

Intellectual Property Rights

Ownership of Training Materials- Training materials and resources developed during the partnership are the intellectual property of Prestolee SCITT. They cannot be used, shared or

reproduced without express permission given from Prestolee SCITT. Where they have been developed in collaboration with another party they are of shared ownership rights.

Resource Allocation

General Mentor Funding

The Department for Education have confirmed that funding for general mentors will be available for schools to claim for the 2025/26 academic year. Placement schools will be able to claim up to a maximum of 16 hours of initial general mentor training, and 6 hours of refresher training. *Specific funding amounts have not yet been released; we will write to all partner schools with full details as soon as this information is confirmed.*

Payments will be made in arrears based on the number of hours of training. Funding is likely to be claimable from the Department for Education from Summer 2026, with payments made from September 2026.

Placement Hosting Fees

- £500 per trainee per mentor

Payments will be made in arrears based on mentor attendance for training. Funding will be released upon receipt of an invoice at the end of the 2025/26 academic year.

Facilities, Equipment, Resources

During a trainees time in school it is the schools responsibility to ensure the availability, maintenance, and suitability of facilities to support the training activities. E.g.

- Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainees to use.
- Provide access to the necessary equipment with internet connection at a level appropriate to the number and requirements of the trainees, including individual access to the school's IT systems where appropriate.
- Provide access to online materials that the school frequently uses to support workload for the trainees including teaching materials and resources.
- Accept responsibility for the trainee under the Health and Safety at Work Act 1974

Signatures

I agree to the terms and conditions of Prestolee SCITT Partnership Agreement for the time period of **September 2025 to July 2026.**

Name of School	
Head Teacher	
Date	
<i>Signature of behalf of Prestolee</i>	